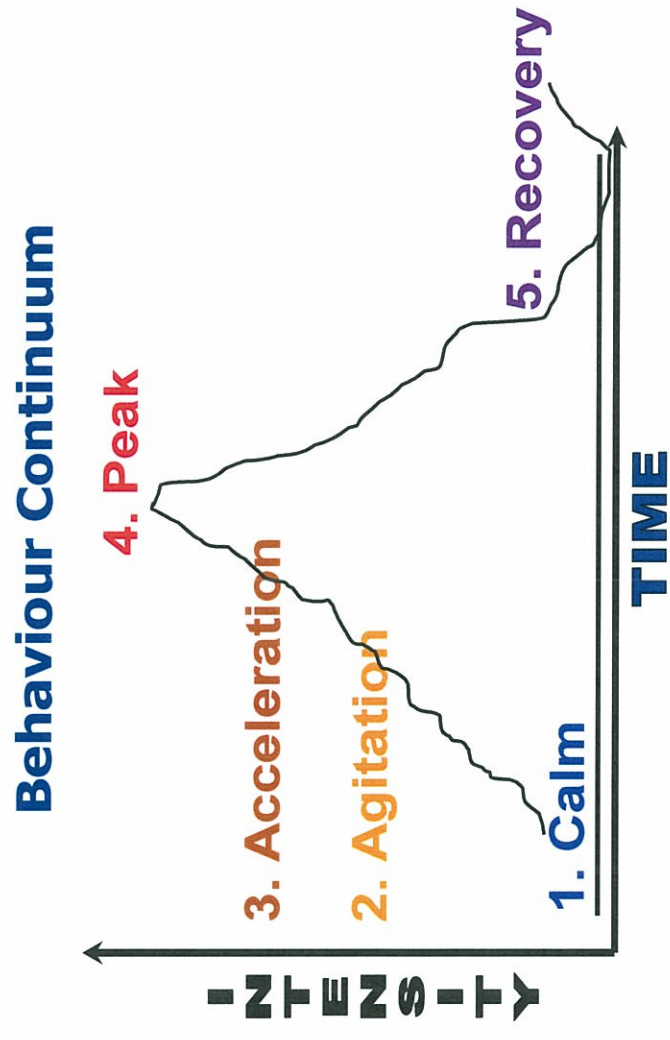


The Behaviour Continuum



3. ACCELERATION

Student behaviour

- Argumentative, questioning, challenging, belligerent
- Defensive
- Challenges authority
- Beginning of loss of rationality
- Verbal escalation
- May use verbal intimidation.

Teacher strategies

- Directive approach
- Appropriate response to questioning eg information seeking/challenging
- Set limits/boundaries
- Reminder rules and expectations
- Choices
- Consequences
- Acknowledge good choices
- Support from buddy teacher.

2. AGITATION

Student Behaviour

- Noticeable increase or change in behaviour
- Non directed expenditure of energy eg off task behaviour, fidgeting, rocking on chair, off task, pacing
- Increased anxiety.

Teacher strategies

- Supportive staff approach
- Empathetic, non judgemental
- Rules and expectations
- Encouragement and reinforcement
- Effective non verbal communication
- Appropriate curriculum and quality teaching strategies
- Routines and organisation.

1. CALM

Student behaviour

- High level of engagement and learning
- Positive classroom interactions.

Teacher responses

- Primary Supports systems
- Reinforce school values
- Reinforce school/class rules
- Acknowledge/reinforce positive behaviour
- Rapport building.

BEHAVIOUR CONTINUUM

4. PEAK - Crisis

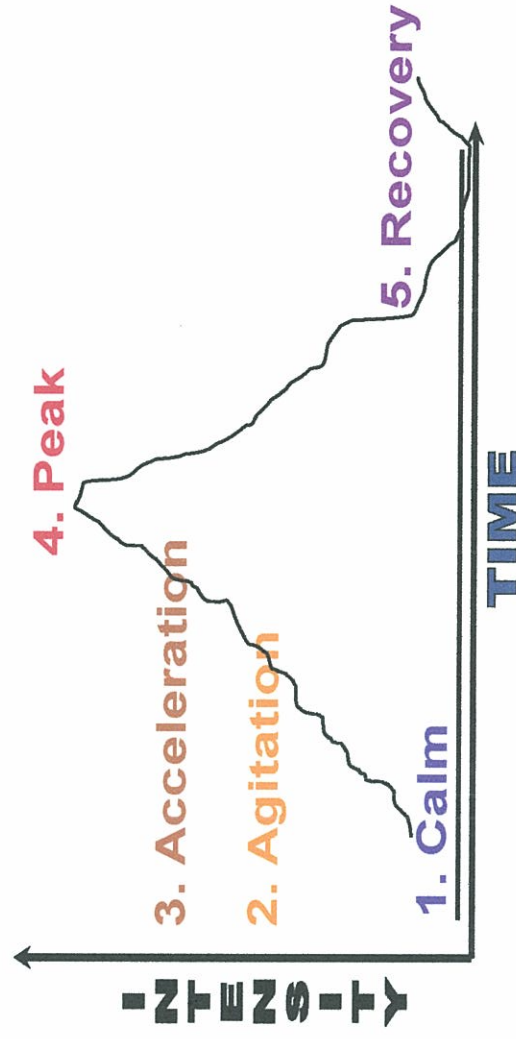
Student behaviour impacts on safety of self and others

Student behaviour

- Verbal aggression / verbal intimidation
- Physical aggression/assault
- Self injurious behaviour
- may be unaware of impact of behaviour on others
- Total loss of control.

Staff strategies

- Remain calm
- Seek assistance
- Tertiary supports
- Team approach
- Implement crisis management plan
- Exit other students to safety
- Deescalate with calming strategies.



5. RECOVERY

Student behaviour

- Tension reduction
- Expended energy
- Physically and emotionally drained
- Regained control.

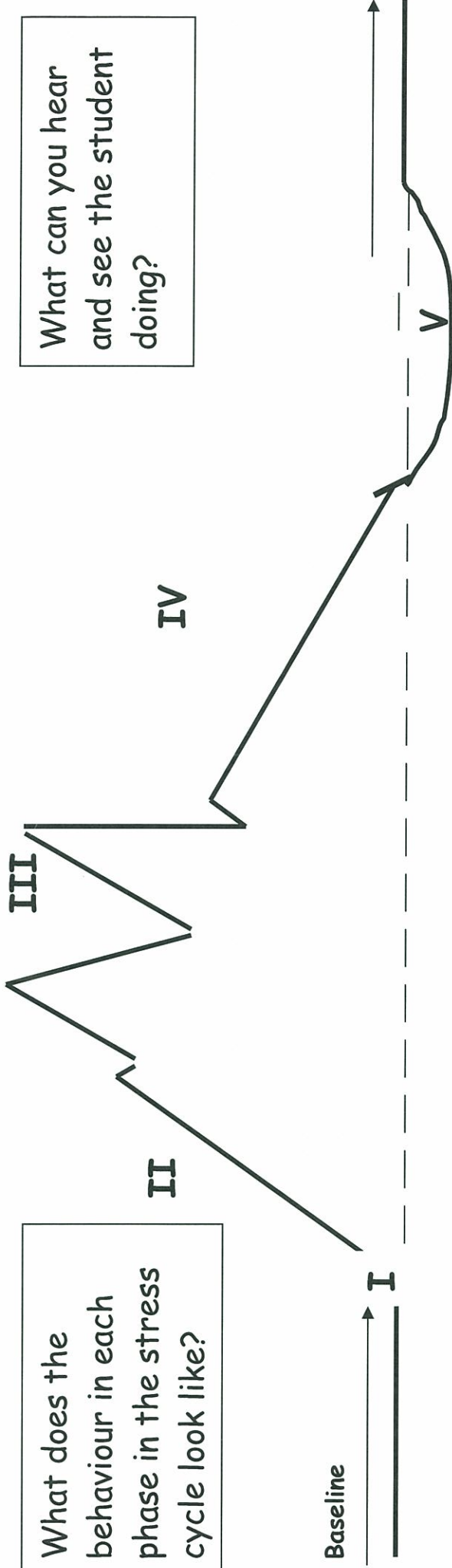
Teacher strategies

- Debriefing
- Re establish communication with individual
- Rebuild relationships
- Collaboratively review and develop plans of support.

Stress Cycle

What does the behaviour in each phase in the stress cycle look like?

What can you hear and see the student doing?



I: Triggers	II: Escalation	III: Crisis (out of control)	IV: Recovery	Phase V: Post-Crisis Depression	Back to Baseline
SEE THIS:	SEE THIS:	SEE THIS:	SEE THIS:	SEE THIS:	SEE THIS:
DO THIS:	DO THIS:	DO THIS:	DO THIS:	DO THIS:	DO THIS:

Risk Management Flowchart for Student Behaviour

COMMUNICATE & CONSULT

MONITOR & REVIEW

1. Identify Behaviour

Identify behaviour that poses a risk to physical or psychological safety or health

*What risk behaviour(s) cause the most concern?
Which groups or individuals are most at risk?*

2. Analyse the Context of the Behaviour

Consider the following factors in relation to both the student and the school environment

*What is the purpose of the behaviour?
What can trigger this behaviour?
Where is the behaviour likely to occur?
When is the behaviour likely to occur?
Other contributing factors?*

Consider Student Factors

- Medical, psychological or disability factors eg**
 - Health care needs or mental health problems
- Educational factors eg**
 - Appropriateness of teaching strategies and learning activities
 - Other student needs eg social skills
 - Communication types
- Social or community factors eg**
 - Residency issues, alcohol or other drug related

Consider School Environmental Factors

- Premises eg**
 - Where the behaviour is likely to occur?
 - Items or places that trigger or escalate the behaviour.
- Systems of Work (Organisation factors) eg**
 - Consistent application of policy/procedures.
- Work Practices (Classroom and Personal management)**
 - Situations and events that trigger behaviour.
 - Classroom management and teaching practices

3. Assess Risk

*What is the frequency and duration of this behaviour?
What severity of harm may occur?*

4. Eliminate or Control Risk

Devise strategies that eliminate the behaviour or its risk in the context of the student's needs and the environment.

Devise Student-Focused Strategies

- Appropriate curriculum content and outcomes K-12 e.g.**
 - Social skills development
 - Communication
- Behavioural Adjustments**
 - Behaviour Management Plan including recovery strategies
 - Positive Support Plans

Devise School Environmental Strategies

- Safer work premises eg**
 - Remove potential sources of harm
- Safer work practices (and personal management strategies)**
 - Apply strategies to promote positive behaviour
 - Facilitate personal safety
- Professional Development**
- Safe systems of work (organisational controls) eg**
 - Support Learning Team meeting processes
 - Plan response to incidents

When additional expertise, beyond the capacity of the school is required, contact regional student services officers for advice

Guidance in Completing the Risk Management Plan Proforma: Student Behaviour

Behaviour Identification & Analysis

Risk associated with aggressive or harmful behaviours can be physical or psychological. Consider verbal and physical assault, harassment, threats and intimidation, bullying, physical harm, sexual assault, property damage, chronic exposure to low level aggression, impact of major incidents and the cumulative effect of these behaviours. Identify who or what is most at risk if this behaviour occurs eg the student, other students, staff, visitors or property.

Purpose of the behaviour – Consider what situations, events or objects may trigger the behaviour eg unstructured classes, changes in routines, particular toys. Consider why the behaviour may occur eg severe communication impairment in expressing needs and wants, inability to understand changes to routines, limited maturation and poor self control, emotional disturbance, effect of alcohol or other drug (legal and illegal), self protection.

Workplace premises and the physical environment –

Consider where and when the behaviour is likely to present in the learning environment including specific times or lesson activities eg early morning, transition between activities or with changes in routine. Consider classroom layout, seating arrangements, access to school resources that may be used as a weapon or projectile, and general security or fencing.

Systems of work – Consider consistency of implementation of policy or procedures, effectiveness of whole school welfare and discipline system, effectiveness of systems for monitoring incidents, effectiveness of mechanisms for communication and consultation, documentation processes including those for the anticipated use of restraint practices, parents needs for information, clarity of roles and responsibilities, quality of staff supervision, opportunity for debriefing and training opportunities.

Work practices and personal management - Consider lesson planning and delivery, clarity of expectations of behaviour, appropriateness of curriculum content, necessity of demands/requests, recognition of achievement and adequacy of classroom supervision. Also consider consistency of application of agreed individual behaviour management strategies, established routines, documentation and data collection, consistency of application of classroom rules and consequences, access to situations and events with known triggers, whether current procedures for the management of and modification to behaviour management plans are working and appropriateness of clothing, footwear and jewellery.

Risk Elimination or Control

Eliminate risks, for example eliminate access to items that may be used as weapons such as sticks from the playground; eliminate jewellery or clothing that can be used to injure if assaulted such as dangling earrings, scarves etc; and eliminate triggers to injurious behaviour such as noise and other sensory stimuli. If elimination is not reasonably practicable, control the risk as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

Substitute: Replace unsafe behaviours with safe behaviours, replace deficit social skills through structured learning programs, replace teaching aids or equipment that may be used to inflict harm eg use plastic scissors/knives, plastic bins.

Isolate: Isolate items that could be used to inflict harm, eg lock scissors/knives away. Remove access to items that may be thrown in times of crisis, eg store easily accessible items from bench tops/desks/open shelves in enclosed cupboards and use lockable storerooms. Reduce opportunity for interactions at close proximity eg use desks as a physical barrier between student and staff when working one-on-one.

Use engineering controls: Permanently fix items that may be thrown in times of crisis eg lock computers onto desks, screw furniture to walls/floors. Ensure adequate safety fencing and use shatter proof windows.

Risk Assessment and Rating

Likelihood or frequency of behaviour occurring

- ☐ Seldom
- ☐ Occasionally
- ☐ Weekly
- ☐ Daily
- ☐ ** times per day:
- ☐ Other:

Duration

- ☐ 0-1 min
- ☐ 1-5 min
- ☐ 5-10 min
- ☐ up to 1 hour
- ☐ over 1 hour
- ☐ constant
- ☐ Other:

Severity and extent of harm that may occur

- ☐ Death or permanent disability
- ☐ Long term illness or serious injury
- ☐ Medical attention and time off
- ☐ First aid needed
- ☐ Time to recover
- ☐ Other:

Prioritise

High risk: deal with immediately

Moderate risk: deal with as soon as possible.

Low risk: deal with when able to do so

Use administrative controls: Ensure Student Welfare and Discipline Policy is effectively implemented, minimise opportunities for disruptive behaviour, promote good discipline and effective learning, recognise and reinforce student achievement, teach appropriate behaviours, avoid triggers that motivate the behaviour, introduce safe work practices for items that may be used as weapons eg use of scissors in visual arts or knives in food technology, document processes to monitor and review positive behaviour support plans and crisis management plans, investigate all incidents, communicate relevant information to all staff, including casual relief, identify and address training & development needs of staff, develop and communicate safe work procedures, ensure debriefing and staff welfare practices in place.

Personal protective equipment (PPE): Wear clothing that will assist with keeping safe eg long sleeves to reduce the opportunity for being scratched, shoes that do not interfere with ability to move quickly, comfortable clothing that allows for movement in crisis, hair tied back.

Student Behaviour – Staff Consultation Survey

In order to prevent the behaviour that may cause harm, you need to analyse situations or events that may cause the behaviour to occur and identify suitable points at which to intervene.

1. Describe the behaviour(s) of concern.

2. What can cause or trigger this behaviour?

3. When is it most likely to occur? List activity or time it is most likely to occur

4. Where is the behaviour most likely to take place?

5. Who is likely to be involved?

6. Is the behaviour directed towards anyone? Who?

7. What is the purpose of the behaviour?

8. What is likely to happen immediately after the behaviour?

9. What is the potential risk that causes the most concern?

10. What could be done to prevent this situation from arising?

11. What training for staff would help?

12. Is there anything else you would like to add?

Adapted from Strategies for Safer Schools – Phase Two, Elective One

Student behaviour analysis and prompt sheet

Name of Student _____ DOB _____ Date of Assessment _____
 Planned review date _____
 Sheet completed by _____ Position _____

1. Behaviour Identification

What behaviours cause a risk of harm?	Who/What is likely to be affected?
<input type="checkbox"/> Attacks using 'weapons': scissors, knives, pens <input type="checkbox"/> Physical attacks eg punching, hitting, kicking, biting <input type="checkbox"/> Throwing projectiles: directly or indirectly <input type="checkbox"/> Property damage: random or targeted <input type="checkbox"/> Absconding – encouraging others to abscond <input type="checkbox"/> Sexual harassment or abuse <input type="checkbox"/> Prohibited drug distribution, possession or use	<input type="checkbox"/> Self <input type="checkbox"/> Other students <input type="checkbox"/> Staff <input type="checkbox"/> Visitors <input type="checkbox"/> Property

2. Analysis of the Context of the Behaviour

What is the purpose of the behaviour?	What can trigger the behaviour?	Where is the behaviour likely to occur?	When is the behaviour likely to occur?	Other contributing factors?
<input type="checkbox"/> Communication <input type="checkbox"/> Acquisition <input type="checkbox"/> Attention <input type="checkbox"/> Social/Belonging <input type="checkbox"/> Avoidance/Escape <input type="checkbox"/> Stress/Anxiety <input type="checkbox"/> Sensory stimulation <input type="checkbox"/> Frustration/Failure <input type="checkbox"/> Boredom <input type="checkbox"/> Self protection <input type="checkbox"/> Power/Revenge <input type="checkbox"/> Excitement/thrill of it <input type="checkbox"/> Other:	<input type="checkbox"/> individuals <input type="checkbox"/> situations <input type="checkbox"/> events or objects may trigger identified behaviour? <input type="checkbox"/> individuals <input type="checkbox"/> situations <input type="checkbox"/> events or objects may decrease the occurrence of the behaviour?	<input type="checkbox"/> Classroom <input type="checkbox"/> Specialist classrooms <input type="checkbox"/> Playground <input type="checkbox"/> Excursion <input type="checkbox"/> In transit <input type="checkbox"/> Transition from one activity to another <input type="checkbox"/> At home <input type="checkbox"/> Other:	<input type="checkbox"/> Specific times: <input type="checkbox"/> Specific activities: <input type="checkbox"/> When alone <input type="checkbox"/> Morning/afternoon <input type="checkbox"/> Lunchtime <input type="checkbox"/> Before/after custodial visits <input type="checkbox"/> Before/after change in routine <input type="checkbox"/> Other:	<input type="checkbox"/> Cumulative impact of the behaviour <input type="checkbox"/> Vulnerability of other students <input type="checkbox"/> Cognitive ability <input type="checkbox"/> Communication ability <input type="checkbox"/> Motor/perception ability <input type="checkbox"/> Medical and health care needs <input type="checkbox"/> Other:

3. Risk Assessment

Consider the intensity or gravity of the behaviour and its possible outcome in terms of the following:
 (Only tick boxes if assessing a single behaviour)

Risk Rating

Likelihood or frequency of the behaviour occurring	Duration	Severity and extent of harm that may occur	Prioritise
<input type="checkbox"/> Seldom <input type="checkbox"/> Occasionally <input type="checkbox"/> Weekly <input type="checkbox"/> Daily <input type="checkbox"/> ** times per day: <input type="checkbox"/> Other:	<input type="checkbox"/> 0-1 min <input type="checkbox"/> 1-5 min <input type="checkbox"/> 5-10 min <input type="checkbox"/> up to 1 hour <input type="checkbox"/> over 1 hour <input type="checkbox"/> constant <input type="checkbox"/> Other:	<input type="checkbox"/> Death or permanent disability <input type="checkbox"/> Long term illness or serious injury <input type="checkbox"/> Medical attention and time off <input type="checkbox"/> First aid needed <input type="checkbox"/> Time to recover <input type="checkbox"/> Other:	<p>High risk: deal with immediately</p> <p>Moderate risk: deal with as soon as possible.</p> <p>Low risk: deal with when able to do so</p>

4. Student Behaviour Risk Management Planning

School Environmental Preventative Strategies

Premises and Equipment	Systems of Work Organisational Management	Work Practices and Personal Management	Professional Learning
eg: <input type="checkbox"/> Isolate or substitute potential risk items <input type="checkbox"/> Remove potential projectiles <input type="checkbox"/> Rearrange the environment <input type="checkbox"/> Planned safe space/time out <input type="checkbox"/> Other:	eg: <input type="checkbox"/> Supervision roster <input type="checkbox"/> Welfare & Discipline system <input type="checkbox"/> Roles & responsibilities of Teachers Aid (Special) /Classroom Teacher <input type="checkbox"/> Availability of calm space <input type="checkbox"/> Planned strategies to access safe space <input type="checkbox"/> Training levels of staff <input type="checkbox"/> Method of communicating behaviour strategies <input type="checkbox"/> Incident management including recovery strategies <input type="checkbox"/> Other:	eg: <input type="checkbox"/> Remove access to situations or objects that may trigger or maintain the behaviour. <input type="checkbox"/> Remove unnecessary demands or requests <input type="checkbox"/> Program situations/objects that may prevent behaviour occurring <input type="checkbox"/> Eliminate or change location or time of activity <input type="checkbox"/> Facilitate communication strategies <input type="checkbox"/> Facilitate coping strategies <input type="checkbox"/> Facilitate predictability <input type="checkbox"/> Personal management strategies <input type="checkbox"/> Proximity controls / evasive strategies <input type="checkbox"/> Other:	eg: <input type="checkbox"/> Provision of plan to new staff <input type="checkbox"/> Professional Assault Response Training (PART) <input type="checkbox"/> Non-violent Crisis Intervention Training <input type="checkbox"/> Writing behaviour plans <input type="checkbox"/> Other:

Student-Focused Preventative Strategies

Curriculum Supports	Behaviour Supports	Communication Supports
<input type="checkbox"/> Appropriate and relevant content and outcomes <input type="checkbox"/> Social Skills programs <input type="checkbox"/> Community Based Activities <input type="checkbox"/> Increased time on tasks <input type="checkbox"/> Other:	<input type="checkbox"/> Redirect into appropriate activities <input type="checkbox"/> Classroom seating <input type="checkbox"/> Behaviour goals <input type="checkbox"/> Self assessment/monitoring <input type="checkbox"/> Positive reinforcement eg rewards tailored to student <input type="checkbox"/> Anger control programs <input type="checkbox"/> Other:	<input type="checkbox"/> Augmentative communication programs to address communication needs <input type="checkbox"/> Picture Exchange Communication System (PECS) <input type="checkbox"/> Social Stories <input type="checkbox"/> Other:

5. Monitor & Review

Risks	People	Context	Controls	Actions
Any new risk behaviours?	Any new people at risk?	Any new contexts?	Any new controls/strategies?	What action needs to be taken?

Consultation and information sources

Communication

Pre-enrolment: <input type="checkbox"/> Caregivers <input type="checkbox"/> Previous school Learning Support Team <input type="checkbox"/> Previous staff involved with student <input type="checkbox"/> School Counsellor <input type="checkbox"/> Student <input type="checkbox"/> Access / Request information <input type="checkbox"/> Regional Office staff <input type="checkbox"/> Other agencies <input type="checkbox"/> Other:	Post-enrolment: <input type="checkbox"/> School Learning Support Team <input type="checkbox"/> All staff involved with the student <input type="checkbox"/> Caregivers <input type="checkbox"/> Student <input type="checkbox"/> School Counsellor <input type="checkbox"/> Regional Office staff <input type="checkbox"/> Other agencies <input type="checkbox"/> Other:	To: <input type="checkbox"/> All staff <input type="checkbox"/> Parents <input type="checkbox"/> Other:	Via: <input type="checkbox"/> Planning meetings <input type="checkbox"/> Review meeting <input type="checkbox"/> Letters home <input type="checkbox"/> Staff meetings <input type="checkbox"/> Welfare meetings <input type="checkbox"/> Charts and graphs/ incident reporting mechanisms <input type="checkbox"/> Other:
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Risk Management Plan Proforma: Student Behaviour

Name of student:

Year:

School:

Date:

Behaviour Identification <i>What behaviours cause the most concern?</i>	Context <i>What is the purpose of the behaviour? What can trigger the behaviour? Where is the behaviour likely to occur? When is the behaviour likely to occur? Other contributing factors?</i>	Assess Risk	Elimination or Control Measures <i>Identify strategies for the environment, work practices and the student to:</i> <ul style="list-style-type: none"> • Eliminate or minimise triggers • Manage the behaviour safely • Respond safely if behaviour escalates 	Who	When
<i>Risk of injury to self from:</i>					
<i>Risk of injury to other students from:</i>					
<i>Risk of injury to staff from:</i>					

Relevant additional information reviewed and attached: **Yes / No**

Plan prepared by:

Position:

Date:

Prepared in consultation with:

Communicated to:

Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs. **Planned review date:**

Sample Risk Management Plan: Student Behaviour

Name of student:

Year:

School:

Date:

Behaviour Identification <i>What behaviours cause the most concern?</i>	Context <i>What is the purpose of the behaviour? What can trigger the behaviour? Where is the behaviour likely to occur? When is the behaviour likely to occur? Other contributing factors?</i>	Assess Risk*	Elimination or Control Measures <i>Identify strategies for the environment, work practices and the student to:</i> <ul style="list-style-type: none"> Eliminate or minimise triggers Manage the behaviour safely Respond safely if behaviour escalates 	Who	When
Risk of injury to self from: Ritualistic self harm behaviours. No awareness of danger: climbs and jumps from high places	<i>What is the purpose of the behaviour?</i> Stress/Anxiety response <i>What can trigger the behaviour?</i> Anxiety leading to putting self in danger climbing over fences <i>Where is the behaviour likely to occur?</i> Playground <i>When is the behaviour likely to occur?</i> Stressful situations, being backed into a corner. <i>Other contributing factors</i> Medication	m [#]	School environmental preventative strategies: <i>Premises</i> <ul style="list-style-type: none"> Safe buildings; limit access to unsafe areas Isolate potential risk items and remove potential projectiles where possible <i>Systems of work</i> <ul style="list-style-type: none"> Minimise contact with casual staff Refer to STLA Refer to STB Establish strategies for safe exiting of other students 	DP CRT	Insert date
Risk of injury to other students from: Physical Assault: pushing, punching Throws projectiles: chairs, bins. Verbal abuse	<i>What is the purpose of the behaviour?</i> Avoidance/frustration <i>What can trigger the behaviour?</i> Conflict, perceived bullying or act of injustice Challenges to behaviour from authority <i>Where is the behaviour likely to occur?</i> Classroom, to a lesser extent playground <i>When is the behaviour likely to occur?</i> When mixing with other students, high anxiety environments <i>Other contributing factors</i> Medication	m	<i>Work practices</i> <ul style="list-style-type: none"> Establish class rules: negotiate expectations of behaviour with whole class Focus on structure and predictability Program to allow for increased time on tasks Consistent implementation of Student Welfare Policy Limit interactions at close proximity <i>Professional learning:</i> <ul style="list-style-type: none"> Train staff in incident response Non Crisis Intervention review and strategies implemented Recovery strategies – including debriefing Communicate all strategies to staff via staff meetings 	CRT " " " " DP STB DP DP	
Risk of injury to staff from: Physical Assault : pushing, punching Throwing equipment and furniture: chairs, bins Verbal Abuse	<i>What is the purpose of the behaviour?</i> Avoidance <i>What can trigger the behaviour?</i> Challenges by staff <i>Where is the behaviour likely to occur?</i> As above <i>When is the behaviour likely to occur?</i> As above <i>Other contributing factors</i> Medication	m	Student Focused Preventative Strategies: <i>Curriculum</i> <ul style="list-style-type: none"> Cater for literacy and numeracy needs Incorporate high success activities, reward appropriately Social skills: develop other ways to express anxiety Establish incident management plan <i>Student Behaviour Management</i> <ul style="list-style-type: none"> Behaviour management plan to incorporate behavioural expectations Instigate reward program negotiated with student Develop behaviour escalation management plan – incorporate safe area 	STLA STB STLA STB & DP STB & CRTs STB and DP	

Relevant additional information reviewed and attached:

Yes / ☒ No

Plan prepared by: P Smith

Position: Support Learning Team Coordinator Date: 1.4.05

Prepared in consultation with: Learning Support Team; Teaching staff, TAS, School Counsellor, parents

Communicated to: All staff via staff meeting and student welfare communication sheet; parents

Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs. **Planned review date:**

* Note: assessments of risk vary with the particular circumstances (eg nature of the workplace, student group); this is a sample only.

m = moderate risk.

De Escalation Plan - Example

Behaviour Level	Typical behaviours	Strategies /Recommendations	Verbal Instructions
Agitated	Fast talking Pacing Running Needy Fantasy play Unrealistic fears Uses different name for self Clingy Wont listen	Supportive statements Cognitive script talk Safe space Social story Implement reward Proximity Praise and encouragement Cuddle/ hug	"Are you ok?" "Can I help you with something?" "What's wrong?" "Do you want to look at your special story?" "Do you want to hold your?" "Do you need a hug?" "Name.. could you do a special job"
Acceleration	<u>COGNITIVE</u> Refusal to cooperate Yelling Non compliance Disruption Interfere with others personal space Angry Attention seeking <u>PHYSICAL</u> Red face and high temperature Aggressive movements	Restate rules and consequences Set timer for compliance Minimal instructions Calm and confident Provide take up time Use distraction if possible Ignore what you can as a lot of it is attention seeking/ boundary testing Mimic her behaviour using humour	"The rule is ... and you need to" Reinforce with 1, 2, 3 visual "I'm going to turn the timer over and you have until that runs out to do as you were told" "Times up... it looks like you've decided to..."
Crisis	Aggressive Screaming Demanding to get own way Kicking Hitting Running Hiding	Isolate Remove audience/ class 1 -2 staff only Safe personal space Exits open Allow her to sit by self Get a drink Give her safe toy Encourage deep breathing and relaxation CALM cards	"Get out" "move" "Don't you dare hit me" "You are unsafe" "Go get a drink" "Calm down" "STOP ... Take a breath, your face is red and you look hot, you need to breath. I'll breath with you"
Recovery	Crying Proximity Compliance Rational Listens Apologises	Fix damage Complete task Complete consequences	"What went wrong Name...?" "How can I help you fix this?" "What do you think should happen now?"

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De Escalation Plan -

Behaviour Level	Typical behaviours	Strategies /Recommendations	Verbal instructions
Calm	Cooperative Happy	Enjoy Teach	
Agitated	Asks lots of questions Confused or frustrated Disruptive	Supportive statements, provide assistance Safe space Social cues Implement incentive Modified task Private word	"Is there a problem ...?" "Can I help?"
Acceleration	Refusal to cooperate Non compliance Swearing Interfere in others personal space Angry	Restate rules and consequences Set timer for compliance Implement consequences Minimal instructions Calm and confident Give space Provide take up time *** as private as possible	"... you need to..." "I'll give you a minute to do as you were told" WALK AWAY Return and restate
Crisis	Aggressive or bullying Damage to property Kicking Hitting	Isolate Remove audience 1 -2 staff only Safe personal space Exits open Get a drink Do not threaten or discuss consequences	
Recovery	Compliance Embarrassed	Fix damage Complete task Complete negative consequence Problem solving talk	

De Escalation Plan –

Behaviour Level	Typical behaviours	Strategies /Recommendations	Verbal instructions
Calm	Cooperative Happy	Enjoy Teach	
Agitated	Asks lots of questions Confused or frustrated Hungry	Supportive statements Allow him to have a vita wheat or rice cake, etc try to save lunch – set goals for eating use visual if necessary Social story Implement reward if earnt	Direct Tell him what he can have , set limits Be kind but firm Consider negotiations, be flexible
Acceleration	Refusal to cooperate Non compliance Disruption Interfere in others personal space of others Angry and jealous	Restate rules and consequences Set timer for compliance Implement consequences Minimal instructions Calm and confident Provide take up time	Firm boundaries Confident Explicit in expectations and directive No negotiations Short sharp statements Tell him he is unsafe and unwelcome with those behaviours Instruct other kids to move away
Crisis	Aggressive Kicking Hitting	Isolate –re move from area / playground Remove audience 1 -2 staff only Safe personal space Exits open Get a drink Encourage deep breathing and relaxation CALM cards	
Recovery	Sad Proximity Compliance	Fix damage Complete task Complete negative consequence Problem solving talk	Nurturing Help him solve the problem, don't do it for him. Help him to set a goal in case it happens again Discuss how to deal with emotions appropriately Implement consequences

School Behaviour Rating Scale (SBRS)

This scale assists in describing the 'types' of behaviours which are 'typical' of the student being rated as well as the 'degree' to which these behaviours are evident at school. These behaviours should not be rated if they are not typical of the student (eg: infrequent, one-off or only very recent).

The types of behaviours rated are:

Disruptive	Impulsive / Inattentive	Destructive	Stealing
Absconding or Truancy	Bullying	Verbal Aggression	Physical Aggression
Sexual Misbehaviour	Self-Destructive	Frustration Tolerance	Coping with Change
Anxiety	Depression	Emotional Reactions	Social Interaction

In determining the degree to which the behaviour should be rated the following guide can be used. Generally, the following levels of support or sanctions may be indicated at each rating level. However, these support levels and /or sanctions are indicative rather than prescriptive.

Rating	Descriptor	Level of sanctions and / or support which may have been implemented	Management
0	None or Mild	Any difficulties are mild and managed by the teacher or the student does not need support or strategies to manage this behaviour.	None
1	Moderate	Has specific in-class support program and / or discipline strategies. (May also have ISTB, psychological intervention, school counsellor or other support.)	Teacher
2	Severe	Has required school level significant intervention and / or suspension (s). (May also have regional case management , DGO, psychologist or other support)	School
3	Extreme	Has required significant regional intervention and / or long suspension (s) and / or police and / or psychological / psychiatric intervention.	Region

At teacher / school level, interventions may include school counselling, itinerant teacher support, health psychologist or other professional. At the school / regional level, interventions may additionally include regional support staff, district guidance officer, health psychiatrist. Any of these personnel may be invited to participate in consultation with the Learning Support Team in order to inform the strategies used to address the presenting problems.

For each problem behaviour the rating should be entered onto the School Behaviour Rating Scale (SBRS) —Record Form. If needed ratings may be made between categories but only in increments of .5 (Eg: Verbal Aggression = 1.5, Anxiety = 2.5).

This scale should be completed by the Learning Support Team and should include the teacher as a participant in completing the ratings. Other professionals should also be invited to participate in this process if they have been working with the student. Parents may or may not be involved in completing the ratings but should sight the record form and have ratings explained to them.

Instructions for Completing the ratings:

Each behaviour should be rated at a level which reflects that which is **typically** displayed by the student. The **indicative behaviours** on the scale aim to give a feel as to the severity of the behaviour and should reflect this accurately. They are **not intended to be used as a checklist** nor are they meant to be exhaustive. Each rating should also be checked for consistency with the support / sanctions table above.

School Behaviour Rating Scale (SBRS)

Disruptive	
0 —none/mild	No problem or mild problem with disruptiveness - managed by teacher.
1 - moderate	Often noisy, calling out, asking excessive questions, getting out of seat, being off-task, fails to follow instructions or passively resists or requires excessive encouragement or rewards.
2 - severe	Deliberately interrupts lessons, argues, tests the limits, interferes with other students or their materials, leaves the classroom or has tantrums, outbursts or sobbing.
3 - extreme	Constantly interferes with other students, openly ignores teacher directions, flatly refuses to do work or often engages in uncontrollable tantrums, yelling, throwing things or absconding.

Impulsive / Inattentive	
0 —none/mild	No problem or mild problem with impulsiveness / inattention - managed by teacher.
1 - moderate	Often fails to sustain attention or listen and often acts without thinking.
2 - severe	Constantly struggles to maintain focus of attention and engages in highly impulsive acts (not due to oppositional behaviour).
3 - extreme	Has difficulty maintaining concentration for more than a few minutes, is extremely distractible and impulsive (such as might be expected from a child with a brain injury).

Destructive (Property)	
0 —none/mild	No problem or mild problem with destructiveness - managed by teacher.
1 - moderate	Disregard for own things and / or school property. Fidgets or fiddles with things until they break. Scribbles on work / walls. Breaks things for fun.
2 - severe	Deliberately destroys other student's things, school property or teacher's property (eg: scratches car). Engages in graffiti. Burns things or lights minor fire.
3 - extreme	Deliberately and / or frequently destroys student, school or staff property causing significant damage. Lights fire intended to cause damage. May have had police involvement.

Stealing	
0 —none/mild	No problem or mild problem with stealing - managed by teacher.
1 - moderate	Sneaks other students' things or deliberately borrows and does not pay back. Takes money or items of significance but not great value. Opportunistically steals something.
2 - severe	Deliberately and / or repeatedly steals items of value from students, staff, school or community.
3 - extreme	Has engaged in major theft or repeated less significant offences involving police.

Absconding or Truancy	
0 —none/mild	No problem or mild problem with absconding /truancy - managed by teacher.
1 - moderate	Sneaks out or runs out of class occasionally. Refuses to come to school occasionally. Leaves school grounds infrequently. Truants / absconds from time to time.
2 - severe	Frequently sneaks out or runs out of class. Frequently leaves school grounds / runs home. Has school-refused or truanted for several days running on more than one occasion.
3 - extreme	Absconds from class or school daily and / or has periods of very frequent absconding. Does not attend school or has had periods of up to two weeks at a time not attending.

Bullying	
0 —none/mild	No problem or mild problem with bullying - managed by teacher.
1 - moderate	Occasionally participates or initiates verbal bullying, name calling, exclusion, teasing etc.
2 - severe	Acts as a leader in deliberately bullying or harassing another student by calling names, making racist or sexual comments, playing practical jokes, spreading rumours etc.
3 - extreme	Actively and intentionally engages in victimization or intimidation of another student in a deliberate and targeted way over a sustained period of time in and out of school.

Verbally Aggressive	
0 - none	No problem or mild problem with verbal aggression - managed by teacher.
1 - moderate	Criticizes or antagonizes other students, makes gestures, calls names, mutters abuse.
2 - severe	Verbally abuses other students frequently using personal attacks, obscenities or threats. Criticizes, gestures or mutters swear words or abuse toward the teacher or other adult.
3 - extreme	Very frequent or repeated incidents of major verbal criticism, harassment or obscenities directed towards students and / or adults within the school.

Physically Aggressive	
0 –none/mild	No problem or mild problem with physical aggression - managed by teacher.
1 - moderate	Prods, spits, pinches, pokes, hits or throws things at other students.
2 - severe	Attacks other student(s) by kicking, punching, head-butting or using an object as a weapon.
3 - extreme	Often deliberately attacked other student(s) / staff or violently inflicting hurt or injury.

Sexual Misbehaviour	
0 –none/mild	No problem or mild problem with sexual misbehaviour - managed by teacher.
1 - moderate	Developmentally inappropriate interest in or excessively talk about sex. Exposes or touches self / masturbates and / or seeks to touch others (in younger or delayed student).
2 - severe	Dresses in sexually provocative manner and or makes sexually suggestive comments. Sexual touching in public. Sexually precocious / promiscuous. Accesses pornography.
3 - extreme	Indecent exposure, sexual assault, public masturbation (older student).

Self-Destructive	
0 –none/mild	No problem or mild problem with self-destructiveness - managed by teacher.
1 - moderate	Gets upset with self and refuses to participate. Tears up own work / destroys own things, slaps own hand or punishes self in some minor way. Throws work or belongings away.
2 - severe	Encourages others to hit or hurt him / her. Bangs head or punches fist into wall. Says 'I wish I were dead'. Engages in deliberate minor self-injury. Uses drugs or alcohol.
3 - extreme	Frequently harms self or puts self in danger. Engages in significant or major self harm. Excessive use of drugs / alcohol. Talks of killing self. Plans suicide. Attempts suicide.

Frustration Tolerance	
0 –none/mild	No problem or mild problem with frustration tolerance - managed by teacher.
1 - moderate	Lacks patience, cannot delay gratification, impulsive, easily disappointed, temper tantrums.
2 - severe	Lashes out with serious anger or aggression if he / she does not get own way immediately.
3 - extreme	Frequently experiences extreme rage and exhibits violence as a result of minor provocation.

Coping with Change	
0 –none/mild	No problem or mild problem with coping with change - managed by teacher.
1 - moderate	Passively resists or becomes anxious about new routines, changing activities or people.
2 - severe	Actively resists or becomes very anxious, angry or unhappy about changes in routine, activities or people. It is very difficult or impossible to get him / her to comply.
3 - extreme	Becomes highly agitated and shows extreme reactions to changes (eg: severe tantrums).

Anxiety	
0 –none/mild	No problem or mild problem with anxiety - managed by teacher.
1 - moderate	Expresses some worries, appears tense, nervy or apprehensive and / or physically ill.
2 - severe	Often is highly agitated, anxious or experiences panic attacks and / or refuses to engage with certain people, places or tasks and / or has significant unrealistic worries or fears.
3 - extreme	Frequently or constantly in highly anxious state and / or unable to participate at school.

Depression	
0 –none/mild	No problem or mild problem with depression - managed by teacher.
1 - moderate	Lacks interest in surroundings, does not appear happy, easily discouraged, self-deprecating.
2 - severe	Often appears very unhappy and / or cries frequently and /or has suicidal ideas and /or persistent lethargy and apathy.
3 - extreme	Frequently or constantly in highly anxious state and / or unable to participate at school.

Emotional Reactions	
0 –none/mild	No problem or mild problem with emotional reactions - managed by teacher.
1 - moderate	Emotional reactions sometimes excessive or unusual for the situation, (eg: excessive anger).
2 - severe	Frequently has unusual or strange emotional responses which may be over-reactive or inhibited for the circumstances or which may come out of the blue for no apparent reason.
3 - extreme	Emotional reactions are usually inappropriate to the circumstances and often difficult for observers to understand. Emotions may appear clearly very odd or bizarre.

Social Interaction	
0 –none/mild	No problem or mild problem with social interaction - managed by teacher.
1 - moderate	Displays immature or odd peer interactions and poor social perception and friendship skills.
2 - severe	Usually has difficulty understanding social behaviour and relates poorly to peers.
3 - extreme	Does not have any mutual friendships, lacks social skills, always misinterprets social events.

School Behaviour Rating Scale (SBRs) Record Form

Name:..... D.O.B.

School:..... Date:

Domain	Rating	Examples of Behaviour	Comment
	(0.5 1 1.5 2 2.5 3)		
Disruptive			
Impulsive / Inattentive			
Destructive			
Stealing			
Absconding or Truancy			
Bullying			
Verbal Aggression			
Physical Aggression			
Sexual Misbehaviour			
Self-Destructive			
Frustration Tolerance			
Coping with Change			
Anxiety			
Depression			
Emotional Reactions			
Social Interaction			

Effective Management of students with non compliant and aggressive behaviour

A toolkit of strategies

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- ADHD
- ODD
- “Power” What can Teachers do?
- Work Avoiders
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- Anxiety /Autism /Asperger’s Syndrome
- Common Mistakes
- The goals of misbehaviour

QUALITY TEACHING FRAMEWORK

Strength Based Management Strategies

INTELLECTUAL QUALITY <ul style="list-style-type: none"> • Teacher and students share a common understanding of why rules/values apply • Teacher uses a variety of behaviour theories to reinforce behaviour and values • Teacher is aware of students' specific needs • Behaviour expectations are modelled by teacher • A discipline framework underpins behaviour correction 	
METALANGUAGE <ul style="list-style-type: none"> • Teacher uses Behaviour language consistently correct students behaviour • Language used is relevant and meaningful to students • Teachers language is explicit and inclusive when processing behaviour issues • Behaviour expectations are communicated when necessary 	
LEARNING ENVIRONMENT <ul style="list-style-type: none"> • Behaviour is discussed and processed in a consistent and fair manner • Students are actively engaged in behavioural correction • Behaviour standards and expectations are high • Self regulation is acknowledged and explicitly taught • Teachers uses frequent and specific encouragement, praise and rewards • Appropriate accommodations are made where possible for students • Tasks are scaffolded and relevant to students • Values / rules and consequences are posted in the room for easy reference • 	
CONNECTEDNESS <p>Teacher has a strong and positive relationship with students as evidenced by:</p> <ol style="list-style-type: none"> 1. Demonstrating an interest in students life 2. Clear expectations 3. Flexibility with behaviour within clear boundaries 4. Students responses to teacher when corrected 5. Teacher sharing of self <ul style="list-style-type: none"> • Teacher engaged in extra curricula activities within the school • Teacher has a positive relationship with students outside the classroom 	

ADHD – Attention Deficit /Hyperactive Disorder

Students who have ADHD can typically pay attention to their video games forever. The problem arises when they are required to do task they would claim is boring. They have great difficulty filtering and paying attention. They find it hard to avoid distractions. Basically they are disorganised, inattentive and impulsive.

Implications for learning

- ☐ Working memory is poor
- ☐ Lack Foresight
- ☐ Lack Hindsight
- ☐ Poor organisational skills
- ☐ Unable to self talk
- ☐ Poor sense of time
- ☐ Experience difficulty moving between plans
- ☐ Have difficulty separating fact from emotion
- ☐ Poor sense of self awareness
- ☐ Poor reading of social cues
- ☐ Poor internalisation and generalisation of rules
- ☐ Hyper focussed at times
- ☐ Poor frustration tolerance
- ☐ Are inflexible and have explosive reactions
- ☐ Hyper responsiveness at times
- ☐ Seek risk taking behaviour
- ☐ Are frequently overwhelmed by expectations and responsibility
- ☐ Often lie, curse, steal and blame others for their behaviour

Strategies

- ☐ Be consistent in your manner and approach – to establish structure and predictability
- ☐ Be reasonable about negative consequences – they must be enforceable and meaningful
- ☐ Find something positive about the student – this helps with the development of a positive relationship
- ☐ Provide extra support for task the student struggles with – they do actually appreciate the help
- ☐ Minimise distractions and transitions – to help with impulsiveness and distractibility
- ☐ Have a seating plan – to minimise distractions and use as a privilege
- ☐ Avoid unstructured or free time – this creates chaos and uncertainty
- ☐ Use “interest” topics to assist with motivating students who have a high failure rate
- ☐ Instructions should be explicit – they should tell the student what they need to do.
- ☐ Use students name and start instructions with a verb – to gain students attention
- ☐ Expect instructions to be completed – sets a climate of expectations
- ☐ Set goals with students – to assist with behaviour and academic achievements
- ☐ Avoid over stimulating student with multiple instructions and unclear expectations
- ☐ Structure task so that the student can build on previous knowledge and skills
- ☐ Be reasonable with assignments and homework task. The more assistance you provide in class will affect the quantity and quality of work produced.
- ☐ Have routines and be predictable
- ☐ Expect the student to give up easily but don't accept this attitude, provide praise and encouragement as often as possible

ODD - Oppositional Defiance Disorder

A student who displays a persistent pattern of negativistic, hostile and defiant behaviour. They are argumentative, defiant and have problems with anger management. These student's believe "that when you try to punish or reward me I feel that you are trying to control me." 30 – 40% of students diagnosed with ADHD will also have ODD. 15 – 20% of students with ODD will have problems with their moods and even more experience anxiety.

Implications for learning:

Inattentive

- ☐ makes careless mistakes
- ☐ difficulty sustaining attention
- ☐ poor listening skills
- ☐ Does not complete task
- ☐ Difficulty organising task
- ☐ Misplaces items
- ☐ Easily distracted by stimuli
- ☐ Often forgetful

Impulsive

- ☐ Cannot wait patiently
- ☐ Difficulty taking turns
- ☐ Interrupts others
- ☐ Intrudes on others personal space

Aggressive

- ☐ Bullies, threatens and intimidates others

Negative and hostile reactions

- ☐ Often loses temper
- ☐ Often argues with adults
- ☐ Refuse to comply, extremely stubborn
- ☐ Deliberately annoys others
- ☐ Blames others for mistakes
- ☐ Often spiteful and vindictive

Strategies

- ☐ Give negatives privately – to minimise opportunity for authority challenges
- ☐ Avoid unstructured or free time – this creates chaos and uncertainty
- ☐ Plan on your response well in advance – having a plan helps with "where to from here" type questions and it also gives you the appearance of confidence
- ☐ Pick your battles – decide what is worth it and what is not (Ask yourself "is it disrupting the learning of others? If the answer is "yes" then the battle is worth it)
- ☐ Head off problems before they occur – use least intrusive strategy before you use most intrusive (reminder or redirect before exclusion from lesson)
- ☐ Remain calm – these students see weakness as a challenge
- ☐ Avoid showing negative emotions and emotive language – give student responsibility for their behaviour and decisions, not yours
- ☐ Avoid public praise or "overreacting" to good work
- ☐ Have attainable expectations and build on these
- ☐ Try to maintain your sense of humour
- ☐ Avoid disliking the student and making this obvious to others – this student's goal is to oppose and fight
- ☐ Avoid unintentionally reinforcing the student for inappropriate behaviour
- ☐ Be mindful of your body language, your thoughts and words – to reduce chances of conflict
- ☐ Avoid behaviours that add to the power struggle
- ☐ Take time to consider what the student says – to provide calm down time and regain rationality

POWER – A Goal of Misbehaviour

These students challenge your authority and are particularly adept at manipulating a situation so that you feel frustrated, annoyed, threatened and powerless. As a result, these students are difficult to like and understand because they challenge and threaten the authority of teachers or anyone in a position of authority.

These behaviours include:

- Manipulation
- Defiance
- Rudeness
- Uncooperative
- Disruptive
- Challenging

WHY ARE THEY LIKE THIS?

These kids want power over situations and people. They like to gain control over the environment and appear to be the one in charge. At some stage, or maybe many times in their life, they have felt that they lacked control or were unable to make a decision to protect themselves from harm.

These children have experienced attacks on their self-esteem (real or perceived), feelings of rejection, ridicule and shame. These feelings drive their thoughts, which direct their actions and behaviours. Children who have experienced these feelings may develop poor self worth as they lose the ability to make good decisions throughout their lives.

These individuals therefore, attempt to control situations and environments where there is a figure of authority, or the need for someone to be in control. Often these behaviours have served the individual well as most people back off from individuals who behave like this and say things like “they’re not worth it” or “they’re so rude and disruptive”. Or they may “give up”. This reconfirms the individual’s self-belief and these comments can only serve the purpose of reinforcing the individual’s feelings of self worth.

All children strive to protect their self-esteem and appear worthy. Unfortunately these children become obsessed with protecting this and will misbehave in order to feel secure and worthy.

Effective Management Strategies:

- Avoid getting trapped in an argument. Do not back the student into a corner.
- Be firm and consistent.
- Have consistent structure and routines.
- Identify the student’s strengths and help them work on their weaknesses.
- Be kind
- Be fair
- Have a range of strategies for managing misbehaviour. Avoid using the same one every time.
- Create a positive and caring environment in your classroom.
- Be respectful.
- Be mindful of student’s academic ability.
- Realise that not every day is a “good” day for the student.
- Provide “take up time” when issuing a negative consequence.

WHAT CAN TEACHERS DO TO MANAGE “OPPOSITIONAL” BEHAVIOURS?

Awareness of the problem

- Teacher's need to be aware of how their behaviour affects children /students. Do you manage using your emotions or do you use a calm approach relying on the systems that are in place to guide your decisions?
- These kids must identify the need to change. Who tells them this? The teacher with the most positive and respected relationship should be involved in a mentoring capacity.
- Behaviour goals need to be set that are achievable and meaningful. Keep them simple. These include follow teachers instructions, wait patiently, speak properly.
- Meet with the student regularly (daily if possible) to discuss progress or regressions. Help them problem solve issues.
- Follow up with problem solving and conflict resolution strategies if required.
- Remember these students do not progress naturally, they move forward one day and may regress the next. Celebrate the good days, survive the bad.

In the Classroom

- Have a plan that you can easy follow or refer to
- Always use a confident, modulated and well-controlled voice.
- Be assertive, not passive or aggressive.
- Do not demonstrate your negative emotions as the student may manipulate these feelings and displays. These students may also believe that they control your emotions. This gives them “power” over you because they feel they control your reactions.
- Decide on which behaviours need to be replaced and which to accelerate. Be prepared for 1 step forward and 2 steps backwards, this is normal.
- Provide an environment that supports and promotes the students replacement behaviour.
- Provide lots of praise and encouragement.
- The replacement behaviour must serve the same purpose or it won't happen. Habits are easier to continue with. Remember that the students' behaviour serves a purpose.
- The replacement behaviours must be modelled, practised and reinforced often.
- Start each day fresh and don't hold grudges.

In a mentoring capacity – or your own time.

- Read up on the students history / diagnosis
- Develop a support plan to help you manage yourself and the student
- Liaise with relevant staff/ parents to gain a better understanding of the students behaviour and effective strategies
- Communicate the positive attributes of the student to your colleagues.
- Refer student to LST / Welfare team or School Counsellor
- Follow any Risk Management or Student Support plans
- Seek Regional support from behaviour, autism or OoHC teams



Mood Disorders

These students suffer from extreme mood swings that are tidal waves of inexplicable emotions that are difficult to control.

Implications for learning:

Negative reactions

- ☐ Moody
- ☐ Distracted
- ☐ Guarded
- ☐ Angry
- ☐ Unable to manage with peer disapproval
- ☐ Unpredictable & Volatile
- ☐ Unaware of impact on others
- ☐ Apathy
- ☐ Extreme activity
- ☐ Obsessive thoughts or ideas
- ☐ Poor self esteem
- ☐ Poor self regulation

Physical (medication can affect)

- ☐ Thirst
- ☐ Toileting
- ☐ Hand trembles
- ☐ Weight gain

In the classroom Bipolar disorder is overwhelming. The key is to *under whelm* by keeping it predictable, calm and secure for all.

- ☐ Make routines predictable – check with student for understanding often
- ☐ Be consistent in your manner and speaking tone
- ☐ Be flexible with your expectations of this student – start each day fresh
- ☐ Have patience
- ☐ Use your sense of humour
- ☐ Accept advice and help from others
- ☐ Give adequate notification to student when moving between tasks
- ☐ Give extra time for compliance (task processing)
- ☐ Allow plenty of breaks
- ☐ Teach student to identify moods and if possible notify type of mood
- ☐ Allow the student to pull back when they feel overwhelmed
- ☐ Have a seating plan
- ☐ Avoid direct confrontation – use private discussions to guide expectations
- ☐ Utilise any staff you can – sometimes you will require extra help
- ☐ Use as many positive systems and support as possible
- ☐ Keep parent well informed
- ☐ Give extra jobs/ responsibility they enjoy
- ☐ Use distraction to steer from obsessive thoughts /ideas
- ☐ Be prepared for a different child each day
- ☐ Celebrate the good days

Work Avoiders

May be defined as: *Student's who are unwilling to attempt or complete set task. The fear of failure or the possible identification of their inability to do so in front of their peers guides their behaviour. These students are likely to be very anxious, though many will display externalising behaviours to redirect the attention away from their deficiencies and to what they perceive as their strength.*

Suggested Strategies

- ❑ Scaffolding the task into small achievable steps – 1 thing at a time
- ❑ Try to minimise the students anxiety by creating a *safe* classroom, don't allow bullying or putdowns when someone makes a mistake, adopt the mantra *"its not the mistake that matters but how we fix it"*
- ❑ Minimising or reducing the amount of written text on the page, board or worksheet
- ❑ Providing a cheat sheet (to copy from, times tables, references, etc)
- ❑ Providing a copy sheet for writing task so that the student does not need to look to the board to copy (this is can be a difficult skill for some students who loose their place easily)
- ❑ Answering some sections of the worksheet so that they can maintain pace with peers
- ❑ Proximity to the student for all new task to guide answers
- ❑ When presenting a task engage the student early by saying their name or ask them if they would like to be the helper / demonstrator
- ❑ Tell the student what they have achieved daily.
- ❑ Set achievable academic goals and build on these regularly. These should be set prior to class, have a private conversation about 1 behavioural and 1 academic goal you expect to see each day this week.
- ❑ Putting a border around the work expectation to draw attention to the task
- ❑ Have lots of hands on and practical activities to promote interest
- ❑ Try to incorporate approximations of the 6 other learning styles into the lesson to promote learning, minimise verbal instructions and discussions.

Anxiety, Autism, Asperger's Syndrome

Anxiety is the bases for most of the misbehaviour we see in our students. Whether it is generated by fear of failure, peer pressure, trying to impress peers, challenging the teacher to demonstrate control and power with peers or outright bullying, it can be managed in a similar manner.

Implications for learning:

- ❑ Fear of trying new things or taking a risk – student wont challenge themselves
- ❑ Fear of failure – student wont attempt task
- ❑ Avoidance – student will not attempt or complete the task
- ❑ Poor internal regulation of positive self talk – student justifies their poor decision making
- ❑ Attendance – student will avoid class when and where possible
- ❑ Engagement – student will become disengaged from the system and fail to connect to the learning environment.
- ❑ Physical ailments – student may be embarrassed about how they look
- ❑ Self doubt – student will lack the confidence to ask for help

Autism is a genetic disorder that has social and learning implications.

- ❑ Usually associated with a learning disorder – co-morbidity
- ❑ Lacks empathy and understanding of others – misunderstands social cues
- ❑ Rigid and inflexible– tasks need to be completed in a specific way
- ❑ Obsessive thoughts – difficulty shutting off
- ❑ Unable to move between tasks when required

Aspergers' syndrome is on the Autism Spectrum but these students have IQ above 85

Strategies:

- ❑ Encourage participation at every opportunity
- ❑ Develop a positive relationship so that you can tell the student what they are good at and they trust you
- ❑ Guide positive self talk – tell the student that they can do it, they just need to try
- ❑ Make lessons as meaningful as possible to the student
- ❑ Allow a hat or jumper on a hot day if the student is demonstrating poor self esteem
- ❑ Offer help to the student as they may not ask for it
- ❑ Help students move between activities by giving them a time and reminder
- ❑ To shut off be categorical with the student – tell them to put it in the vault or on hold for the time being
- ❑ Avoid using sarcasm and literal statements (ie “cut it out”) as the students take the exact meaning from words. Some students will seek revenge for sarcastic statements and this may come back to you when you least expect it.

Common Behaviour Management Mistakes

1. Taking student's behaviour personally:

In some situations teachers can become overwhelmed with the number of variables they need to deal with in a teaching situation. It is common to feel a range of negative emotions when students add pressure to the situation by misbehaving. Some teacher's who are struggling to cope in chronically difficult situation believe that they cannot make positive difference and focus instead on surviving, this is often presented as a defensive manner and the teacher cannot see the students as individuals but rather a pack.

To progress from survival mode you can:

1. Intentionally refuse to take the students behaviour personally. Tell yourself you will not "buy into" the game. Be aware of how you are feeling and put it in the vault for when you can deal with it in an effective manner at a later stage.
2. Learn about the 4 goals of student misbehaviour – understand that sometimes it is the student's goal to "press your buttons" and make you react.
3. Be healthy – balance work and life and keep focused on your responsibilities.
4. Maintain your emotional health by keeping your professional life in perspective.

2. Reacting emotionally rather than responding intelligently:

As teachers we are dealing with a range of multiple, complex human relationships at any given time in the classroom. Sometimes these relationships will be emotionally charged and it is your job to make sensible decisions rather than reacting spontaneously in an inappropriate manner. If you loose control of your emotions whilst teaching a class it is fraught with danger for yourself and the students.

To increase the likelihood of responding intelligently you can:

1. Have good self-awareness – know what upsets you and will cause you to become angry, frustrated or anxious. You need to know if behaviours in others can trigger an emotional outburst in you.
2. Have a proper break at school and have something healthy to drink and eat. You need to recharge your batteries when they have been emotionally depleted.
3. Develop a strategy to calm yourself down when you can feel yourself getting worked up. Count, breath, walk away, wash face, get a drink, mental imagery can all help.
4. "Wait time" is a strategy that can be very effective in terms of behaviour management, as most complex problems are not solved quickly. Often by waiting and giving yourself time to debrief the issue in your mind and consider the best response is particularly helpful. Waiting also gives you a reasonable timeframe in which to respond.
5. Seek support from your colleagues.

3. Playing power games:

This can often happen without you being aware of what is really going on. Some teachers believe that because they are the teacher they must have the last word. Some also believe that because they are the teacher they automatically deserve respect. Unfortunately it is not that simple. Respect must be earned. Engaging a student in a power play or backing a student into a corner is another dangerous way to attempt to manage students.

How to avoid power struggles:

1. Recognise the student's goal or purpose of misbehaviour. If the student makes you feel angry the chances are they are trying to set you up in a power game.
2. Physically step away from the student but maintain a visual.
3. If necessary, repeat the instruction in a calm, confident manner.
4. Do not get "baited" by answering challenging or invalid questions.
5. Look for positive in others to help balance yourself and the vibe of the classroom.

4. Asking a student "why" they behave the way they do:

This is counterproductive on 2 levels. Firstly students do not always know why they behave as they do and secondly they may only say something you want to hear or to try and shock you with an answer. Neither response answers the questions so it is not a good idea to ask.

How to seek information about a student's behaviour:

1. Address the student in private about their behaviour. Offer suggestions as to what their behaviour is trying to achieve.
2. Offer alternative ways of fulfilling the goal of misbehaviour.
3. Guide the student in positive decision making when appropriate
4. Use choice therapy and ensure the student understands the boundaries and expectations of behaviour.

5. Sending students away or to someone else to be fixed:

Whether it is to someone else or an alternative educational setting, if you send a student elsewhere for behaviour that is exhibited in your environment you are not managing it within the context in which it occurs. Behaviour occurs for a reason and to serve a purpose. It is more effective to find an alternative behaviour in the setting.

6. Relying on commonsense:

Commonsense tends to be characterised by folkloric wisdom that can persist despite pragmatic evidence to the contrary. It is commonsense to punish a wrongdoer in order to stop a problem, or at least to create a disincentive for others to follow the wrong doer's path. The fact is that neither of these 2 outcomes is usual. Punishment strategies used in schools certainly prompt more acceptable behaviour, but sometimes it can lead to resentment that cause greater disruption in the long run. It is not wise to expect all students to have a standard level of commonsense.

Developed & written by Corinne Feldmann Sydney Region 2011

The Goals of Misbehaviour

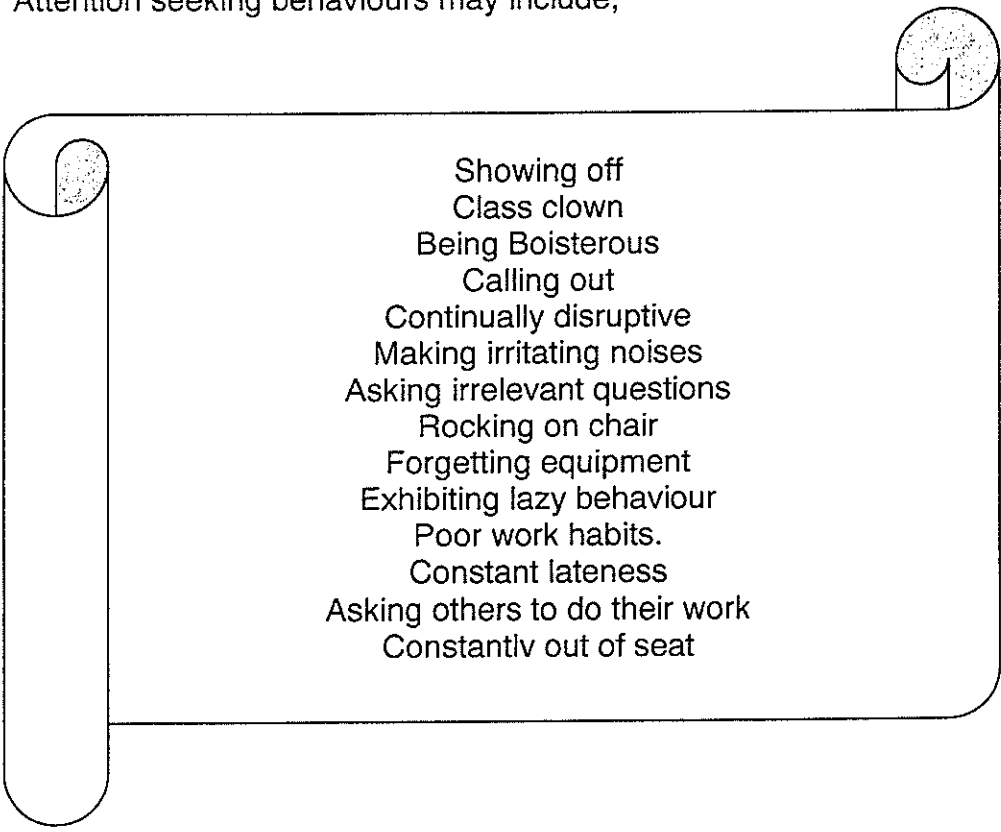
R. Driekers

Modified by C Feldmann

Student's faulty belief	Student's goal	Teacher's feeling	Teacher action	Students' reaction	Redirection of behaviour
I belong only when I am NOTICED	Attention	Annoyed	Remind	Temporarily stops, later resumes or seeks attention in other ways	Recognise that reminders and warning only reinforce the goal. Ignore if possible. Notice positive behaviour. Identify goals
I belong only when I am in CONTROL	Power	Angry	Give in or fight	Intensifies	Don't buy in. Help them to use power appropriately. Use "broken record" technique
I belong only when others feel what I FEEL	Revenge	Intimidated	Retaliate	Seeks further revenge	Avoid punishment and feeling hurt. Build a trusting relationship with the student. Set expectations, be respectful
I belong only when I convince others that I am HELPLESS	Inadequate	Hopeless	Give up or agree with student	Shows no improvement	Recognise the student's deep discouragement. Don't give up, pity or criticise. Be encouraging
I know I am different, no one understands me.	Multi layered To be understood Different	All of the above	All of the above	Lack of progress Behaviour is reinforced	Try to gain an understanding of the student's skill level and capacity to learn. Avoid punishment and feeling hurt. Build a trusting relationship with the student. Set expectations, be respectful.

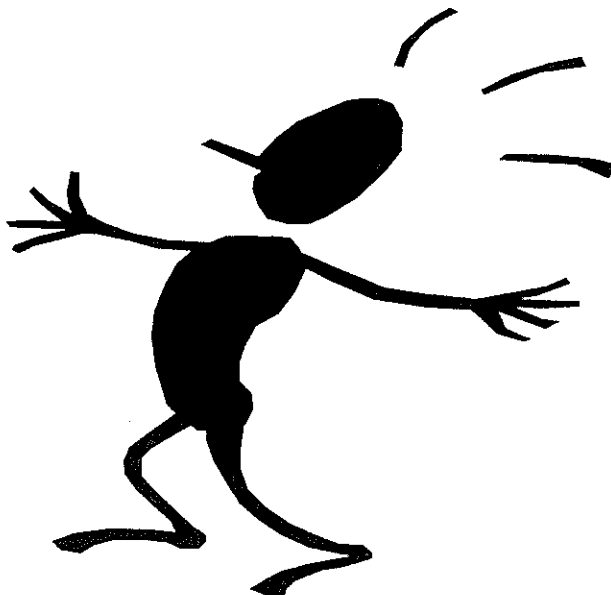
Attention Seeking Behaviours

Attention seeking behaviours may include;



Showing off
Class clown
Being Boisterous
Calling out
Continually disruptive
Making irritating noises
Asking irrelevant questions
Rocking on chair
Forgetting equipment
Exhibiting lazy behaviour
Poor work habits.
Constant lateness
Asking others to do their work
Constantly out of seat

Attention seeking behaviour may cause the teacher to become, annoyed, irritated, impatient or uncomfortable.



ATTENTION SEEKING BEHAVIOURS: MANAGEMENT STRATEGIES

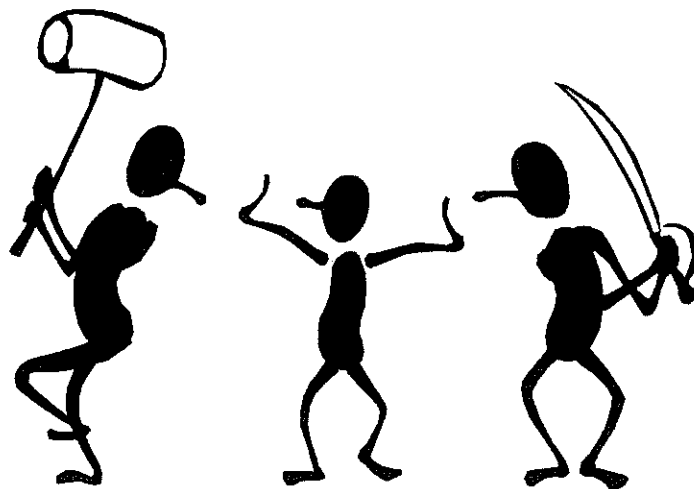
- Tactical ignore (avoid giving a response to deliberate attention seeking behaviour).
- When ignoring avoid making the student the centre of attention. Avoid looking intensely at the child, or using statements like, "We will continue when..." or "Class, we will be quiet until.....is ready!"
- Avoid displaying annoyance. When the behaviour stops, gesture your approval, then continue with the lesson.
- Disclose the goal to the student, "I can see you want my attention, well you will need to.."
- Reinforce positive behaviours.
- Establish an individual contract or plan with the student.
- Establish class rules and routines. With constant rule reinforcement.
- Provide a full schedule of activities and prevent time lags from occurring between activities (less unstructured time).
- Always be mindful to assess the student's ability in relation to the task.
- Remove the student from the group or activity until he/she can demonstrate appropriate behaviour.
- Provide the student frequent opportunities to participate, share etc.
- Carefully consider seating arrangements (distracting stimuli etc) along with frequent teacher eye contact and positioning (mobility).
- Provide the student with appropriately enjoyable activities for the early completion of tasks that are not rushed.
- Intervene early to correct a 'problem' to avoid a more serious problem involving other student(s) due to the view that the teacher "does nothing".
- Reinforce those students in the class who demonstrate appropriate behaviour.
- Provide the student with a range of short tasks (these can be increased over time), which he/she has to choose and complete a specified number to an acceptable standard (for that individual).
- Interact frequently with student.
- Provide the student with a timer and make the completion of tasks into a self-competition.
- Establish a predetermined non-verbal signal to cue the student to get back on task.
- Acknowledge student's needs (raised hand etc) immediately.
- Communicate clearly the length of time to complete task.
- Communicate very clear expectations in terms of work productivity and standard.
- Have the student complete one task at a time and have the teacher positively reinforce that task before having the student begin the next one.
- Communicate successes to principal, parents etc.
- Keep classroom distractions to a minimum.
- Give the student an opportunity to display their talents in the class. Share students work with the class.
- Consider row placement of seats rather than groups.
- Maintain close proximity to the student.
- Use student's worksheets or books as examples.
- Only allow appropriate equipment in the classroom, all other items are placed in bag.
- Cooperative learning strategies role-play etc.
- Avoid whole class negative consequences based on student's behaviour.
- Directed attention, through questioning techniques.
- Time out.

Revenge Seeking Behaviours

Revenge seeking behaviours may include;

Defiant behaviour
Sullen
Stealing
Sore loser
Displays violent behaviour
Destroys property
Vicious in their dealings with others
Physically injures peers, adults or animals
Display hatred towards a whole range of things,
situations etc

Revenge seeking behaviours may cause the teacher to feel,
outraged, deeply hurt or intense dislike.

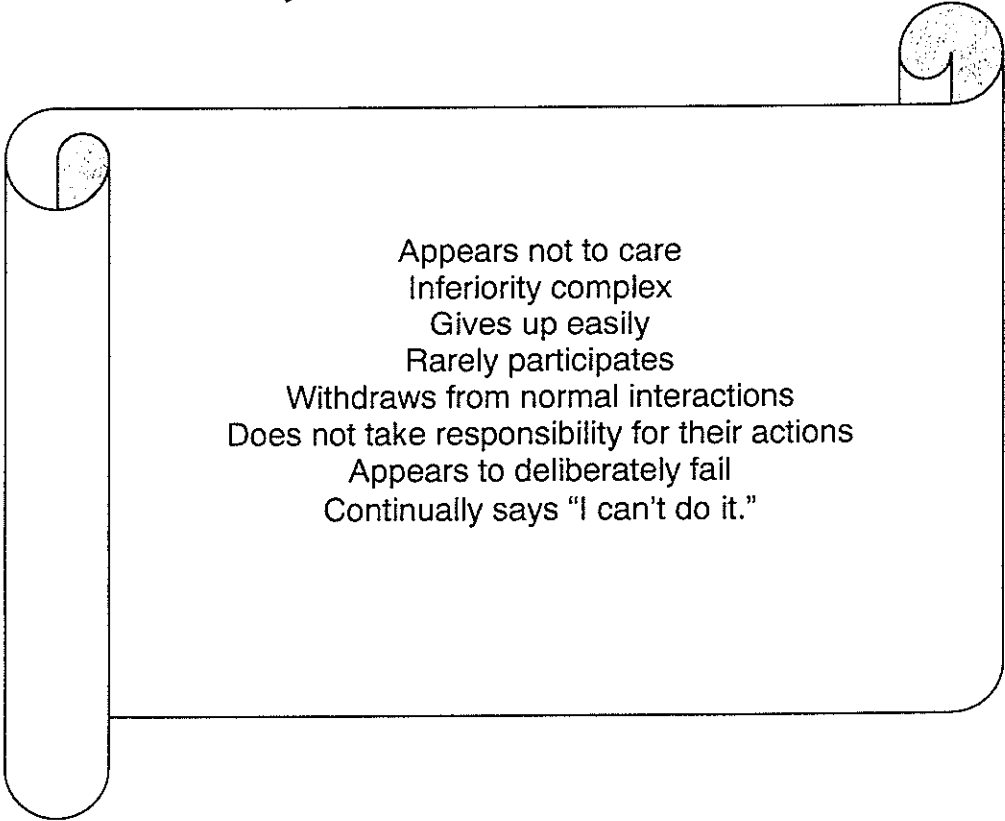


REVENGE SEEKING BEHAVIOURS: MANAGEMENT STRATEGIES

- Never say or appear defeated.
- Disclose the goal to the student. Discuss the situations where he/ she provoked others by testing their level of acceptance.
- Identify the student's positive qualities that they have been ignoring and rarely use to make themselves more acceptable.
- Apply natural consequences; avoid punishment as it produces more defiance.
- Identify, to the student where they are liked and supported.
- Use group encouragement and peer support skills.
- Empathise with his/her feelings and show concern for them, assisting whenever possible.
- Establish class rules and routines.
- Be mobile in the room, and frequently near the student.
- Provide the student with non-exaggerated positive feedback, which indicates he/she is successful, important and respected.
- Provide the student with as many opportunities for academic and social success as possible.
- Prevent frustrating or anxiety producing situations from occurring (eg. tasks at inappropriate ability level, control or reduce the number of social situations in the classroom which may generate conflict).
- Maintain maximum supervision of student, which is gradually decreased over time as the student demonstrates self-control.
- Reduce any emphasis on competition in the class.
- Place a value on academic productivity and accuracy rather than 'getting it right' if appropriate.
- Be mindful of peers who purposely encourage inappropriate behaviour.
- Time out card if appropriate.
- Maintain consistency in terms of routines and expectations but not to the extent that the student is not appropriately challenged.
- Give the student directions in a manner that is supportive rather than threatening eg: "Tom do you need help to get that task finished before recess?" rather than "you better get that task finished or your not going to recess"
- Never try to correct the student's work in a manner that has him/her feeling bad or embarrassed about him or herself.
- Consistently encourage the student to question any instruction, direction or explanation, which has not been fully understood.
- Provide them with roles and responsibilities in group and class work.
- Provide reinforcement through non-verbal cueing.
- Provide opportunities for the student to express concerns, fears and expectations in mentoring or counselling situations.
- Explain to the student that using confrontation is not necessary.
- Discuss misbehaviour privately.
- Seat student in the centre of the room.
- Provide the student with positive interactions, inside and outside the classroom. Promote opportunities to show the student is liked, i.e.; saying hello, asking about their interests.

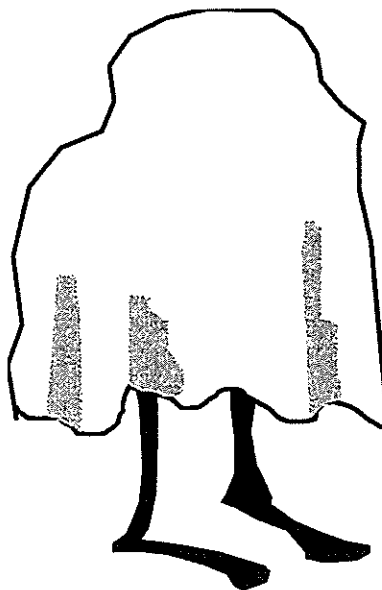
Withdrawn Behaviours

Withdrawn behaviours may include;



- Appears not to care
- Inferiority complex
- Gives up easily
- Rarely participates
- Withdraws from normal interactions
- Does not take responsibility for their actions
- Appears to deliberately fail
- Continually says "I can't do it."

Withdrawn behaviours may cause the teacher to feel, frustrated and unable to make progress with the student.



WITHDRAWN OR DISPLAYED INADEQUACY BEHAVIOURS: MANAGEMENT STRATEGIES

- Disclose the goal to the student and help them to realise they will never know their true capacity without trying.
- Encourage them when they make mistakes.
- Place a value on academic productivity and accuracy rather than 'getting it right' if appropriate.
- Be mindful of peers who tease or put them down. Enforce a "no put down" policy in your class.
- Maintain consistency in terms of routines and expectations.
- Give the student directions in a manner that is supportive and guiding.
- Never try to correct the student's work in a manner that has him/her feeling bad or embarrassed about him or herself.
- Consistently encourage the student to question any instruction, direction or explanation, which has not been fully understood.
- Avoid supporting the inferior feelings.
- Positive reinforcement system that is escalating, such as a token economy.
- Provide specific encouragement, especially for initiating and attempting tasks.
- Set up peer helpers or group work, where the student has a specific role in the task.
- Avoid generalising their mistake, or making a small problem into an overwhelming event. Point out to the student the specific issue. For instance when the student says "I am hopeless at English", clarify the statement by saying, "Well your not hopeless at all English, your quite good at story writing, it's just spelling some compound words that we need to target"
- Establish class rules and routines.
- Always be mindful to assess the student's ability in relation to the task.
- Carefully consider seating arrangements (away from inappropriate or threatening peers) along with frequent teacher eye contact and positioning (mobility).
- Provide the student with appropriately enjoyable activities for the early completion of tasks that are not rushed.
- Intervene early to correct a 'problem' to avoid the student compounding the problem.
- Encourage participation, may need to be gradual at first.
- Provide them with responsibilities.
- Encourage all efforts of participation. Specific encouragement of the student's success.
- Avoid competition.
- Celebrate diversity in student outcomes, avoid setting too stringent expectations.
- Set small, achievable tasks. Student's benefit from breaking down overwhelming tasks into small sections. Avoid long research projects.
- Constantly check on the student's progress and reinforce positive effort.
- Use humour.
- Alternate between physical activity and quiet deskwork.
- Use signals such as a smile, nod to reinforce.
- Show interest in what the student is doing.
- Clarify the relationship between the behaviour and the consequences.
- Focus on the present and reinforce appropriate behaviour rather than discuss the future or past.
- Make goals / objectives clear at each stage of the academic task.
- Focus on what the student 'can do' rather than what they "can't do."

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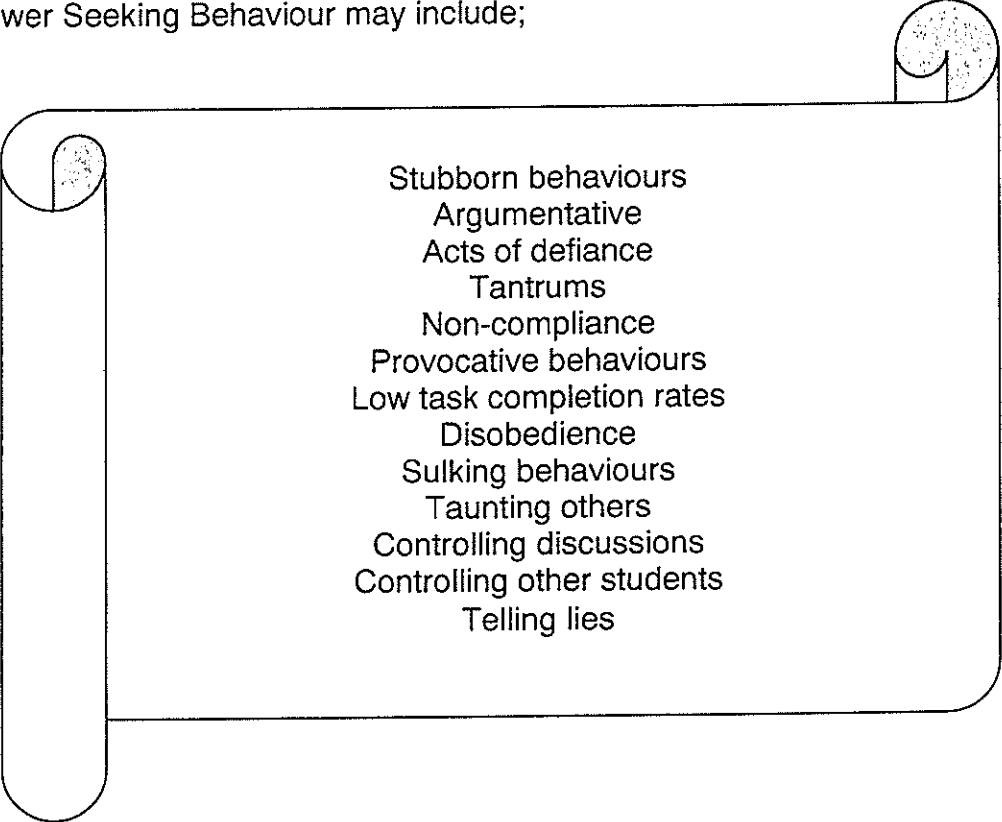
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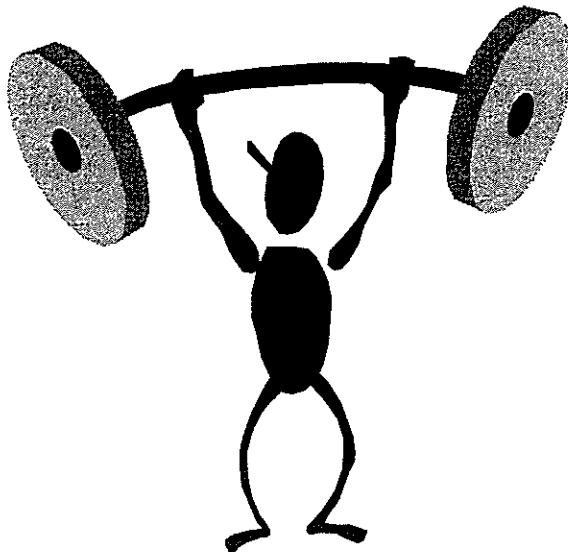
Power Seeking Behaviours

Power Seeking Behaviour may include;



Stubborn behaviours
Argumentative
Acts of defiance
Tantrums
Non-compliance
Provocative behaviours
Low task completion rates
Disobedience
Sulking behaviours
Taunting others
Controlling discussions
Controlling other students
Telling lies

Power seeking behaviours may cause the teacher to feel threatened, angry, or defeated.



POWER SEEKING BEHAVIOURS: MANAGEMENT STRATEGIES

- Don't engage in the argument, but don't give in.
- Disclose the student's goal, recognise the student has power. "Your right I can't make you do the assignment, but if you choose not to do it ...". Provide choice and consequences.
- Remind the students of his/her rights and those of the class, "Everyone has rights, you are choosing to not do your work, my rights are to teach, and the rest of us want to work, you have a choice to remain seated and not disturb the class or..."
- Remove yourself personally from the conflict, focus on the behaviour.
- Remain calm.
- Establish class rules and routines
- School/class expectations should be clearly displayed and understood.
- Teacher and student constructed rules, consequences and rewards.
- State the consequence and allow time for the student to process the information.
- Reinforce cooperation and directly encourage involvement in group and peer work.
- State students name, provide eye contact, stay calm and tell student they are being inappropriate.
- Model appropriate behaviour i.e. don't get angry, don't let situations escalate, model responsibility of behaviour.
- Disengage from the argument. Remember to remain calm. If argument continues, instruct student to see you at the end of the lesson to discuss problem.
- Strategies specifically for student. Explicit vs. implicit acknowledgement of positive behaviour.
- Tailor lessons to suit student's strength.
- Liaison with other teacher's to see if this behaviour is in your class only.
- Gain students respect and be consistent in your responses to their behaviours.
- Respect student's strengths. Provide leadership opportunities.
- Listen to the student's reasons. Welcome appropriate student input.
- Never belittle them, or use sarcasm.
- Know the difference between big things and little things; don't confront them on each little thing.
- Once the consequences or instruction has been issued, create the behavioural expectation that it will occur.
- Don't stand over them or use your proximity to intimidate.
- Provide appropriate power situations, let them run messages or have responsibilities in the class.
- Reinforce through encouragement and non-verbal gestures.
- Always use the language of choice with these students.
- Use prompting questions rather than direct statement, such as "Darren what do we do next", rather than "Get your book out".
- Develop a plan with the student and encourage the student to monitor his or her own behaviour.
- Reinforce that you are there to assist them with achieving their goals.
- Avoid competition.
- Link positive behaviour back to them, and their ability to make appropriate choices.
- Use independent learning and discovery learning techniques, such as individual research projects.
- Promote individual achievement.
- Provide specific roles in group work.

Strategies for students experiencing symptoms of OPPOSITIONAL BEHAVIOUR

Students who are difficult to discipline

- defiant, refusal to comply, find loopholes, stubborn, won't respond to reward or consequence, cannot tolerate criticism, insistence of innocence, blaming, justifying, persistent if ignored

Students who are difficult to please

- unwilling to show pleasure, complains, reluctant to engage, reluctant to acknowledge treats, changes mind about preferences

Students who argue with adults

- say the opposite, continue even when obviously incorrect, shifts blame, denies previous actions, power struggles

Students who lack respect and seem to thwart social expectations

- defiant body language and facial expression, scoffs, speaks disrespectfully, rejects authority, divisive, "splits," demanding, manipulative, undermining, sarcastic, irritable, provoke reaction

Characteristics

- rely heavily on explanation and demonstration to learn
- cannot express or manage anger appropriately
- difficulty accepting structures and limits
- difficulty accepting authority (non compliant)
- inability to verbalise feelings
- act without thinking
- difficulty getting along with others
- blame others for their behaviour
- low self esteem
- efforts to "beat the system" rather than participate
- poor self control
- low frustration threshold
- impulsive



Strategies for students experiencing symptoms of OPPOSITIONAL BEHAVIOUR

1. remain calm, positive and unemotional
2. be consistent
3. choose your battles
4. include student in management planning
5. target most concerning behaviours, not all at once
6. team approach (student, staff, family)
7. use indirect praise (whisper, facial expression, non verbal sign)
8. avoid open, public praise
9. use firm, confident tone
10. be specific and direct (say what you want them to do)
11. give one instruction at a time
12. never stand over, or invade personal space
13. give choices
14. clear explanations and directions
15. use lists, reminders, prompts, repetition
16. provide clear boundaries (consistent, predictable)
17. ensure work is levelled appropriately
18. monitor progress often
19. break large tasks down
20. prepare for unstructured time
21. explicitly and systematically teach social skills (anger management, conflict management, assertiveness, relaxation techniques)
22. demonstrate what is required
23. restore relationship after incidents (fresh start)
24. avoid confrontation
25. be aware of their body language
26. give take up time after an instruction
27. model acceptable forms of behaviour
28. use direct instruction, avoid requests or vagueness (be unambiguous)
29. allow escape valve when agitation is rising ((change activity, take a break)
30. avoid "why"... use what, when, how questioning
31. use open questioning
32. focus on the behaviour, not the student



Strategies for students experiencing symptoms of ANXIETY

Separation Anxiety usually develops in infancy when object permanence develops (4-7 months). Most outgrow this phase. For some, it can persist throughout childhood and may indicate a deeper anxiety disorder. Often, the child is convinced that something bad will happen when they are separated from their “special person” (usually a parent). Symptoms can include panic, nausea, vomiting, shortness of breathe, nightmares and excessive worry about being lost or kidnapped. Suggested strategies to ease anxious reactions include:

- Be calm and consistent
- Give reassurance
- Concentrate on familiarising the child with the class routines and expectations
- Remind the child through the day what the next activity will be (after a while, ask the child to tell you what comes next)
- Stick to your normal routines as much as possible
- Prepare the child for any foreseeable changes
- Build trust by being reliable in words and actions
- Let the child see you building a friendly relationship with the parent
- Always follow through on promises
- Parents should never “sneak” away as this reinforces the fear of loss and lack of control
- Use distraction and diversion
- Don’t mention parents without prompting
- Do answer questions in simple and straightforward ways
- Let the child mind something belonging to the parent (bag, keys) or allow the child to bring object/s from home for comfort (toy, photos, etc)
- Create a “Calm Area” in the classroom with objects/prompts/activities to calm and comfort (“Calm Box”)
- Be clear and specific about return times (“after lunch”)
- Encourage an unhurried, pleasant start to the day by suggesting that the child be involved in preparing for school each night.
- Rituals, processes, structures, systems are reassuring and increase predictability
- Encourage child and parent to develop a “goodbye ritual” involving some choice to help them feel some control (eg “one hug or two?”)
- Suggest that parent leaves the child with a positive picture of what they will do during the day (“go to work, then collect your brother, then come here”) and what they will do together afterwards (“then we will all go to the shops”).
- Accept and listen to negative feelings (“I know you are feeling sad”)
- Use visual timetables and prompts to clarify activities and chronology
- Introduce new people and places gradually
- Regularly share information with the parent (likes/dislikes/fears/eating/etc.)





Temper Tantrums

- Assess the situations in which the student throws temper tantrums and determine ways to prevent these situations.
- Provide the student with many social and academic successes.
- Encourage and help the student to make friends.
- Explain that feelings of unhappiness are natural, but there are more appropriate ways for public display of that emotion.
- Point out the natural consequences of tantrums (peer avoidance, damage to property, missing activities, etc.)
- Teach and encourage problem solving skills
 - Identify the problem
 - Identify goals and objectives
 - Develop strategies
 - Develop a plan for action
 - Carry out the plan
- Make sure that reinforcement is not inadvertently given for inappropriate behaviour (e.g. attending to student only when he/she is tantruming).
- Make sure that consequences for appropriate and inappropriate behaviour are consistent.
- Provide positive feedback indicating success, competence, importance, respect, etc.
- Give the student additional responsibilities (chores, errands) to promote feelings of value and accomplishment.
- Teach the student alternative ways to communicate unhappiness (talking, drawing, etc.).
- Teach the student alternative ways to deal with demands, challenges, pressures (recognise problems when they arise, practice self control, share problems with others, etc.).
- Help student to identify when they are beginning to get upset and teach strategies for calming down (walk away, talk, ask for help, etc.)
- Give the student some decision making power (seating, order of work, rewards).
- Demonstrate/role play strategies to control angry feelings (count to ten, say alphabet, breath deeply, positive imagery, distraction, alternative activity).
- Write a contract specifying expected behaviours with negotiated tangible reward for adherence.
- After telling the student that they cannot have or do something, calmly explain the reason.
- Reinforce the student for dealing with unhappiness in an appropriate manner
- Reinforce other students who demonstrate desired behaviours.